



Evidencing the impact of the Primary PE and sport premium

Reporting Tool
Revised 2022/23

Commissioned by



Created by



SWELL

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2023**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact.

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£16,337
Total amount allocated for 2021/22	£7,169
How much (if any) do you intend to carry over from this total fund into 2022/23?	£7,169
Total amount allocated for 2022/23	£16,355
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£23,524

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p> <p>Please see note above</p>	80%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	80%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	80%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	Total fund allocated:	Date Updated:	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>			<p>Percentage of total allocation:</p> <p>7.8%</p>
Intent	Implementation	Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Sustainability and suggested next steps:</p>
<p>-Continue to educate children in the value and benefits of a healthy active lifestyle, ensuring pupils are engaged in regular physical activity.</p>	<p>- Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and wellbeing. Gauged with regular staff and pupil voice surveys and walk throughs</p> <p>- Continue to deliver the PE curriculum with all pupils participating in 2 hours of curriculum PE each week.</p> <p>- Purchase Resources</p> <p>- Train Peer mediators</p> <p>- Lead and encourage worship/assemblies on importance of physical activity (teacher & pupil)</p> <p>- Further encourage use of initiatives such as the active blasts through GetSet4PE</p> <p>- Teachers who are delivering PE have access to GetSet4PE and regular CPD/Team teaching with Head of Sport to ensure high quality lessons and resources available.</p>	<p>Equipment</p> <p>£650</p> <p>Training</p> <p>£475</p>	<p>Positive attitudes to health and well-being evident through pupil voice and surveys taken each term.</p> <p>- Staff confidence has increased whilst using GetSet4PE. (Staff survey) Pupils receiving higher quality PE teaching allowing them to make better progress.</p> <p>- Pupils activity at lunch and break increased</p> <p>- Children taking part in additional activities such as 'Wake and Shake' break time active clubs</p> <p>- Peer Mediator training has taken place to support active play across the school</p> <p>- children across the school more active on a daily basis and enjoy being active</p> <p>evidence in pupil survey and varied PE Curriculum map on GetSet4PE</p> <p>- Happy, smiling faces first thing in the morning. Children find it fun and active and</p> <p>Continued drop ins, staff surveys, pupil voice and monitoring/CPD from Head of Sport.</p> <p>Monitor playtimes, pupil voice and staff voice.</p> <p>Continue to embed in sports leader programme.</p> <p>Continue to monitor mornings, ensuring pupils don't lose enthusiasm or</p>

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	<p>-Wake and Shake enabling children to start their day feeling energised and ready to learn. Potential to improve punctuality and attendance in school. Also used at breaktimes.</p> <p>-Active Blasts – throughout the school day through GetSet4PE. Staff aware of how to access these resources to encourage and engage in active blasts away from timetabled PE lessons and break times.</p> <p>Introduction of lunch time sports club</p>		<p>enjoy it not being too structured (pupil voice) Pupils are leading Wake and Shake every week</p>	<p>focus.</p> <p>Staff and pupil voice. Monitor behaviour.</p> <p>Peer mediator feedback time with trainer</p>
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: 9.3%</p>
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Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>- To embed the idea that physical activity is of the highest importance throughout school and life in general for pupils, staff and parents –</p>	<p>-School Games programme -Comprehensive CPD programme, discuss timetable with staff and how best to deliver CPD for them -Head of Sport attending PE Conference - Employment of sports coaches – identifying good coaches and practice and ensure we keep constancy for our pupils - Develop a team of sports leaders through our Peer Mediation programme - Peer Mediators to help run and organise the intra-house festivals in the lower school. -Hosting sports festivals within our federation and for the wider community -Enter local floorball leagues (not school games) Santa run – whole school</p>	<p>School Games £450 PE Conference £120 Sports Coaches</p>	<p>- Personal development (physical skills, thinking skills, social skills and emotional skills). Evident in walk throughs and pupil survey - Attainment and achievement, behaviour and attendance of PE lessons - PE physical activity and school sport have a high profile and are celebrated across the life of the school - Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner. - Continued progression of all pupils during curriculum PE lessons. - Pupil interviews/surveys inform us that pupils enjoy their PE lessons and that pupils enjoy the variety of activities on</p>	<p>HoS/other staff to attend PE conference, for a wider view point. Continue to review sports coaches and coaching to maintain high standards Survey/review school games impact on children Share best practice with wider schools and community regarding festivals</p>

		Hosting Sports Festivals £300	offer during curriculum PE. - Interhouse competitions raise profile of competitive sport within school. As many children as possible to participate. - Peer mediators/ sports leaders impact importance of sport/activity by being positive role models in the school - Pupils able to participate in floorball even without parents being able to attend. School mini bus used for transport there and back	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	12.1%

Intent	Implementation	Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
Staff will expertise in the teaching of PE and pupils will benefit from receiving consistently high quality PE lessons from their class teachers	<p>-Subscription to GetSet4PE, so staff have ready to go outstanding PE lessons and resources. These lessons have adaptations for inclusivity and teach all the necessary skills not only for the national curriculum but for an active life.</p> <p>-Regular staff meetings dedicated to PE/Sport to develop staff and discuss best practice</p> <p>-A tailored timetable to ensure Head of Sport can be at as many lessons to give CPD and team teach throughout the year</p>	<p>GetSet4PE subscription £660</p> <p>Trust HoSPORT Peacocks gymnastic term CPD £860</p>	<p>Staff confidence has increased this is evident through staff meeting feedback and staff voice surveys</p> <p>Staff skill base increasing through attending external CPD – Evident in observed lessons</p> <p>Pupils receiving high standard PE lessons every week delivered by class teachers, aided by tailored timetable and team teaching/regular observation feedback each lesson</p>
			<p>Sustainability and suggested next steps:</p> <p>Continued staff surveys - top and tail of each half term to see how the staff feel regarding that unit both before and after delivering. Identifying areas to work on.</p> <p>Continued external CPDs</p> <p>Flexibility in the timetable to allow team teaching and CPD with Head of sport where possible.</p>

	each week - Peacocks Gymnastics to deliver gymnastics for 1 short term Staff CPD			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 7.1%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
For children's skills and competence in physical activity to grow across a variety of sports and activities both in a competitive and non-competitive environment	<p>Increased opportunities for a wider range of sporting clubs at both lunchtimes and afterschool. Pupils attend taster sessions before signing up.</p> <p>Use specialist sports coaches in lessons and clubs where appropriate to further the range of sports on offer and use links to the wider community.</p>	<p>Transport £300</p> <p>Equipment</p> <p>Coaches</p>	<p>Pupils like the varied fixtures/taster sessions and sign up numbers have increased</p> <p>Fixtures non traditional sports – like active games, dodgeball have been a success with our least active pupils</p> <p>Pupils enjoy the sports coaches – evident in pupil voice and feedback in surveys</p>	<p>Continue to attend the event in the coming years and open it up to more pupils.</p> <p>Continue with tasters and open up to more sports available using local clubs where possible too</p> <p>Continue to use sports coaches and develop relationship with local groups to host events of GCB, GRFU GFA etc</p>

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
			10.1%	
Intent	Implementation	Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	
For more NCSF pupils to take part in competitive sport across a range of different competitions, both intra school and inter federation or inter school sport and activities.	<p>Continued participation in School Games events (school games has changed its ethos – encouraging more sport for all)</p> <p>Ensure transport is available for events – ensuring that all pupils have equal access to competitive sport and not relying on parent transport solely</p> <p>All pupils in KS2 given the opportunity to compete in competitive sport withing school in a range of ‘House’ games each term.</p> <p>All pupils to take part in ‘sports day’ in the summer term and represent their ‘House’</p> <p>Entered a weekly floorball league across the Cotswolds</p> <p>Increased fixture programme for KS2 both internally (Federation) and externally against local schools</p> <p>Encouraging children to be physically active outside of PE lesson and lead healthy lives through Forest School, community walks and engagement in our school's local environment.</p> <p>Encouraging our pupils to be adventurous</p>	<p>School Games Entry £450</p> <p>Midas training £180</p> <p>Mini bus – Fuel</p> <p>Medals/stickers £28</p>	<p>More pupils getting the chance to take part in School Games events across the year.</p> <p>Mini buses booked and timetables flexible</p> <p>All KS2 children will have taken part in competitive sport in more than one sport.</p> <p>Pupils feedback through voice and weekly news updates</p> <p>Increased competition for places in the floorball team (limited numbers covid)</p>	<p>Sustainability and suggested next steps:</p> <p>Continued entry to the School Games scheme</p> <p>Mini buses continued to be booked, look at getting all staff trained</p> <p>Continued festivals throughout the year</p> <p>Continued pupil, staff, parent voice/surveys</p> <p>Enter more teams to the league and start a training programme in the summer term ahead of the winter league</p>

	and take risks in an outdoor environment individually and part of team			
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	